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ABSTRACT

This practicum proposal was directed at a targeted group of 10th grade students (n=40) failing after the first 3 weeks of school in either mathematics, science, or English. The Teacher-Parent Communication Program was designed to increase communication between teachers and parents to improve the academic performance of low-achieving high school students. For 12 weeks, teachers completed a teacher-parent contact log under the appropriate categories to track their attempts at communication with parents of the targeted students. The program results reflected improvement in grade point average, class assignment completions, critical thinking skills (organizing data, constructing logical arguments, and problem solving), and student attendance rates. The appendix includes monitoring procedures, program guidelines, and project results. (TE)

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# DEVELOPMENT OF A TEACHER-PARENT COMMUNICATION PROGRAM TO ACHIEVE HIGHER ACADEMIC PERFORMANCE FOR FAILING TENTH GRADE STUDENTS

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by

PATRICK A. SEXTON

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A Practicum Report

submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Master of Educational Specialist.

The abstract of this report may be placed in a National Database System for reference.

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## Abstract

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The practicum proposal was directed at a targeted group of tenth grade students failing after the first three weeks of school in one or more of the courses Math, Science, and English. The Teacher-Parent Communication Program was designed to increase communication between teachers and parents to improve the academic performance of low achieving high school students. The program results reflected improvement in grade point average, class assignment completions, critical thinking skills (organizing data, constructing logical arguments, and problem solving), and student attendance rates. The appendix section of the final report included monitoring procedures, program guidelines, and project results.

## Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

_____

Patrick A. Sexton

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# CHAPTER I

## Purpose

The high school selected for the project was located in a country setting with the nearest city approximately 12 miles in distance. The suburban and rural areas surrounding the high school were primarily middle class to lower income level status. Families of students attending the high school were mainly employed as farm workers or in the blue collar trades.

In addition to a complete academic setting, the high school offered to the students an extensive vocational program consisting of Auto Mechanics, Marine Mechanics, Wood Shop, Agriculture, and a complete training program in a Golf Course Superintendency Maintenance Program. The program included a four-hole golf course on school grounds, an instructional facility, and equipment needed to maintain the grounds. The school also offered a complete extra-curricular program including sports programs (girls and boys) as well as extra-curricular organizations, clubs, and activities.

The high school population of students in the ninth, tenth, eleventh, and twelfth grades totaled 1,318. Students had been recipients of awards in academic games and sports programs. The band members had won superior ratings in district and state competition.

The 1989-90 senior class consisted of 258 students. From the total of graduating seniors, 97 planned to attend college, three planned to attend technical school, and the remainder of students planned to obtain local employment.

The author, with fifteen years of teaching experience, was a U. S. History teacher at the school site for one year and was entering the fourth year as junior varsity basketball coach. Each U. S. History class taught by the author averaged 30 students with below level or average level abilities. For the 1990-91 school year, the author was contracted to develop and instruct an entirely new In-School Student Suspension Program. In addition, the author was employed as a part-time Dean of Students.

Although the high school served a primarily upward mobile community, a percentage of students continued to fail each year. In grades nine through eleven, 125 students had not been promoted at the close of the 1989-90 school year. The failures were not attributed to intellectual deficits. The students not promoted showed irregular attendance and exhibited poor attitudes toward school in general. Students often had not attended or had skipped classes, especially the academic classes of Math, Science, and English. Failing students also frequently had not completed the academic assignments.

An idea that was very logical, yet many teachers may have failed to realize, was the importance of parents becoming involved with the school before a crisis occurs and failure resulted. Academic achievement of students may be increased as much as 35 percent with parental involvement (Phillips and Rosenberger, 1983).

High school academic records showed a total of 572 failures in the nine week quarters of the first semester of the 1989-90 school year (Appendix A). At the

completion of the first nine weeks, 131 ninth grade students failed one or more subjects, accounting for 254 failures. After the second nine weeks, 185 ninth grade students failed one or more subjects, accounting for 442 failures.

Teachers were not contacting parents of students receiving failing grades during the important first half of the school year. Only 236 parent contacts of the possible 572 contacts were made by the teachers prior to the student receiving the failing grades (Appendix A). If consistent parent contacts were made earlier between teachers and parents, the failing students may reasonably be expected to show an academic improvement of at least one full grade.

There was a system of overseeing and tabulating teacher-parent contact at the high school administered through the HEART ORGANIZATION. The Organization was a committee of teachers directing homeroom activities. As part of the HEART activities, the committee distributed a tally sheet each month to teachers for grades 9 through 12. The objective of the tally sheets was for

teachers to contact parents of students having problems in the classes.

Although the program had merit, certain factors in the procedure helped create negative results. The HEART program was not designed, managed, tabulated, or evaluated by the high school administration. In addition, no feedback in reference to the findings or results was given to the high school teachers and, consequently, no follow-up. Considering the fact that the HEART committee had no real authority and was primarily the proctors of the program, apathy and procrastination were factors that would be exhibited in the attitudes of some teachers in executing the task.

Therefore, after analyzing the results of the parent communication program by HEART, the author very clearly identified a discrepancy regarding teacher-parent contacts, especially in the academic courses of Math, Science, and English.

Teachers were urged to contact parents of students of Math, Science, and English not completing daily class assignments throughout the school year. During the

first thirteen weeks of the 1989-90 school year, Math course records indicated that 29 potentially failing students were assigned a combined total number of 881 assignments (Appendix B). Four hundred fifty three assignments were not completed by the students. Only 13 parental contacts were made by the teachers of the 29 failing students.

Science course records indicated that 61 potentially failing students were assigned a combined total number of 1,444 assignments (Appendix C). Eight hundred sixty nine assignments were not completed by the students. Only 26 parental contacts were made by the teachers of the 61 failing students.

English course records indicated that 56 potentially failing students were assigned a combined total number of 1,498 assignments (Appendix D). Nine hundred five assignments were not completed by the students. Only 25 parental contacts were made by the teachers of the 56 failing students.

Teachers were not contacting parents of students failing one or more of the academic subjects. If an effective teacher-parent communication program were

implemented during the early part of the school year, the number of assignments completed by the failing students would have been expected to increase to the class average of 80 percent. A 38 percent discrepancy existed between failing students and average achieving students.

The NIC computer lab was offered to students failing the subjects Math, Science and English on an optional basis. The computer lab programs emphasized critical thinking skills and problem solving approaches. Areas such as organizing data, constructing logical arguments, and critical analysis were presented in each program disk. Computer lab records showed of the total 572 failures in the nine week quarters of the first semester in the 1989-90 school year, only 123 students attended the optional critical thinking skills component offered through the use of the NIC computer lab (Appendix E). Students were not attending the NIC computer lab emphasizing follow through assignments in Math, Science and English.

Students failing one or more subjects in Math, Science, and English also exhibited poor attendance.

High school attendance records indicated 211 students had an average absentee rate of 14 percent for the classes failed. The 14 percent accounted for 572 class failures in the first thirteen weeks of the 1989-90 school year. According to school policy, students were allowed nine absences, or a 9 percent absentee rate, per eighteen weeks of school. Over nine absences in eighteen weeks constituted failure. The absentee rate of the failing students should have been within the school policy of 9 percent.

Failing grades, poor attendance, and lack of assignment completion in academic classes indicated the need for the development of a new high school program involving parents and teachers communicating earlier and more effectively. The author's practicum program would address the problem of low academic performance of students through the development of an effective teacher-parent communication program. The program would emphasize early intervention between teachers and parents of the potentially failing students.

Support letters for the development of a teacher-parent communication program was shown by the high

school principal (Appendix F). The assistant principal also indicated support (Appendix G).

A Teacher-Parent Communication Program was developed to avert the large percentage of students failing one or more subjects. The target group for the program would be average tenth grade students failing one or more of the academic subjects of Math, Science, and English and with parents not contacted by teachers.

The following were the projected outcomes expected to be achieved through the implementation of the Teacher-Parent Communication Program:

1.) Over a period of thirteen weeks, the target group of students would show an average academic improvement of one full letter grade as measured by the teacher grade reports (Appendix H).

2.) Over a period of thirteen weeks, the target group of students would show an average increase of 38 percent in completing assignments as measured by the Teacher Assignment Completion Chart (Appendix I).

3.) Over a period of thirteen weeks, the target group of students failing in Math, Science and English

would participate in the Network Instructional Center (NIC) Program to improve critical thinking skills in the areas of organizing data, constructing logical arguments, and problem solving as measured by direct observation in the computer lab.

4.) Over a period of thirteen weeks, the target group of students would increase an average of five percent in attendance as measured by the attendance records.

## CHAPTER II

### Research and Solution Strategy

The family plays a critical role to assure children's success in school. Parental involvement in education may be related to short term gains and to long term academic successes. Paciencia (1986) concluded that by working to get parents involved in the schools before parents need to feel involved, a positive atmosphere was more likely to be created, and greater support between the school and home would be accomplished. Greene and Hafner (1988) provided an overview of current research and strategies that schools could use to help develop home-school partnerships. Successful parental involvement strategies were classified in three major categories:

1. The Parent-Child Interaction at Home

   Influencing parent-child interaction at home through activities that occurred outside of the school setting may be very beneficial for students. The activities generally involved:

   a. influencing family behaviors which

positively affect student's performance in school;

b. helping parents learn how to engage in home activities which support children's learning;

c. providing additional networks of support for parents.

2. School-Based Programs

Direct parent participation in school-based programs or activities may be significantly related to student achievement. Parental involvement increases by creating school-based programs specifically geared for training parents to work with children. Parents are vital when involved in the daily life of the school as paraprofessionals, or in tutoring, mentoring, or other volunteer roles.

3. Comprehensive Approach

An approach to parent involvement may incorporate parent participation into every aspect of children's educational life. The school works to involve parents in many roles:

as teachers at home, as volunteers in the school, as paraprofessionals, as supporters, as decision makers, and as adult learners. Additionally, an emphasis may be placed on the relationship between the school, the parent, and the larger community.

Greene and Hafner (1988) concluded that parents encouraging positive attitudes toward school and having higher expectations for children's success in school have a profound impact on children's achievement. The observation held true across all social, economic, and ethnic backgrounds.

Wagner (1984) concluded that better communication of the school objectives to parents of low income families was needed. Personal contact by mail, or better in person, may encourage support of school objectives. Increased home-school communications may improve home attitudes toward school and the learning process.

Davies (1989) developed the following elements in relation to improving home-school communications.

1.) Give parents a sense of ownership and welcome

by establishing in each school a welcome center as a location for informal social gatherings as well as for workshops and courses.

2.) Build self-esteem and self-confidence by emphasizing activities through which parents are involved, such as trips, workshops and volunteer groups.

3.) Involve parents in decision-making in the school through different parent associations, such as steering committees to help in planning, problem solving, and setting policies.

4.) Create interest in motivating teachers to provide guidance and materials for parents to help children at home.

As parents call on schools to take greater responsibility for the nation's young people, schools must demand more participation from parents (Sandfort, 1987). Brown (1988) indicated that when parents were involved in children's education, both children and

parents were likely to benefit. Parent participation in children's schooling frequently:

1. enhanced children's self esteem
2. improved children's academic achievement
3. improved parent-child relationships
4. helped parents develop positive attitudes towards school and a better understanding of the schooling process.

Involving parents in school-based functions, after effective teacher-parent communication was established, created a more positive attitude when involving parents in the education of children (Brown, 1988). The functions included school volunteers for the library or lunchroom, or as classroom aides.

The methods that created the most positive teacher-parent communication were by the teacher talking to the parents either in person, by phone, or on open school nights (Davies, 1989). Positive information should also be reason to contact parents initially rather than a phone call to inform parents of only negative information. Positive teacher-parent communication may also lead to a parent-teacher conference (Simon, 1984).

Bell (1988) found many parents having to participate in parent-teacher conferences, either by telephone or in a parent-teacher conference at the school site, experienced tension, fear, frustration, and anxieties. To help alleviate the tensions, fears, and anxieties, Bell (1988) recommended a list of tips for parents in a checklist format. The tips focused on three typical areas of concern -- planning, implementation, and evaluating the conference.

Examples of tips for parents included: (1) identifying specific questions that need to be answered; (2) keeping the child's welfare central to the conference; and (3) summarizing and documenting discussions and plans.

Regular contact between school and parents also increased the chances that parents would support values and interests compatible with the school, such as encouraging student efforts at school achievement or school attendance (Phillips and Rosenberger, 1983). The extent to which parental involvement could be improved appeared to be directly related to how "open" educators were to the concept (Sanford, 1987).

Bell (1988) emphasized that conferences could be opportunities to develop parent-teacher partnerships that help students do better in school. Parents may want more responsible roles in the education of children. Education is a shared responsibility and the schools must reach out to parents to establish partnerships. The full potential of students in the school setting will not be realized unless parents are actively involved. Hester (1989) concluded that students from low income and minority families, in particular, had the most to gain when schools involved parents.

Joyce (1984) emphasized focusing upon new and innovative ideas in the learning environment would be essential to enhance students thinking skills. Educators must strive for strong parental support and involvement to help create schools stressing the study of human thought as a central mission, and the cultivation of the intellect comfortably woven with the study of values, the mastery of information, and training in the basic subjects. Joyce (1984) found that by teaching students how to think through a problematic

situation, educators would establish a method of attack which may be used on a regular basis. Various kinds of thinking were enhanced by particular models of teaching. There were models designed to teach students the following skills:

1. attack problems inductively
2. attain concepts and analyze thinking strategies
3. analyze social issues and problems
4. think divergently
5. work together to generate and test hypotheses
6. reason causally - inquiry training, scientific inquiry, synectics, group investigation, simulation
7. master complex bodies of information - memory models
8. analyze personal behavior, set personal goals, and conduct independent inquiry
9. analyze social situations and develop flexible social skills - role playing, assertiveness training, simulation.

With practice and instruction, students became more competent and were able to attain concepts and analyze thinking strategies effectively and comfortably.

Cetron (1984) concluded that keeping parents involved and informed of new techniques of learning will be essential in all students' learning experiences.

As the quality of educational software improves, schools will be able to teach and drill students in critical thinking and basic academic skills more efficiently and also increase the percentage of students achieving certain minimum competencies.

Communication may be the most important means to begin parent involvement. Schools should use multiple means to contact parents, including telephone calls, handbooks, newsletters, notes home, and parent-teacher conferences.

A combination of the strategies would be selected for incorporation in the new teacher-parent communication program at the high school. The importance of involving parents before a crisis occurs (Phillips & Rosenberger, 1983) would be the main focus when considering the development of a Teacher-Parent

Communication Program to achieve higher academic performance for failing students. Teachers talking directly to the parents (Brown, 1989) would be used as a base to measure teacher-parent contact. A Teacher-Parent Contact Log would be created in a checklist format to accomplish the task. Sending a letter home could not be considered a teacher-parent contact unless the letter was received or answered. By using Brown's (1989) strategy, teacher-parent communication would be measured.

Parent-teacher conference tips would also be utilized (Bell, 1988). An adapted list of tips for parents describing positive parent-teacher communication and conference procedures (Appendix J) would be mailed to parents of students in the tenth grade. A cover letter (Appendix K) accompanied the procedures explaining how the list of tips for parents would be used as a guide to help create positive communication between the parents and teachers.

A solution strategy based upon the research involving parents before a crisis occurs and failure resulted (Phillips & Rosenberger, 1983) and improving

communication between teachers and parents of potentially failing students (Brown, 1988), would be incorporated in an innovative teacher-parent communication program for the high school. The new Teacher-Parent Communication Program developed by the author would focus on direct instruction to teachers involving effective communication procedures with parents.

Models of teaching involving critical thinking skills (Joyce, 1984) and computer software programs (Cetron, 1984) would be utilized in a follow up program designed to drill students in critical thinking and basic academic skills involving the subjects Math, Science and English. Emphasis was placed upon organizing data, constructing logical arguments, and critical analysis.

The Math, Science, and English teachers of potentially failing students would attend four mini-workshops. New approaches in teacher-parent communication would be taught, efficient recording systems would be introduced, and feedback sessions would provide teachers with results.

The Principal (Appendix F) and Assistant Principal of Curriculum (Appendix G) at the site were consulted and administrative approval for the program was granted.

## CHAPTER III

## Method

In order to increase academic achievement of potentially failing students, tenth grade Math, Science, and English teachers participated in a teacher-parent communication program. The implementation timetable for the Teacher-Parent Communication Program was thirteen weeks (Appendix L). The following plan described major activities involved in carrying out the solution strategy.

### Weeks One and Two

Meetings with the principal and assistant principal were held to finalize dates, times, and the location of teacher workshops. Letters to the teachers regarding workshops were finalized and copies were made of materials and teacher hand-outs to be used in the workshops.

A cover letter (Appendix K) and a list of Parent-Teacher Communication and Conference Procedures (Appendix J) were mailed to parents of tenth grade students.

Referring to grade books, the teachers were instructed to list the potentially failing students.

The list included only students with parents not contacted by the teacher. The students on the lists represented the target group.

The target group was formulated. Tenth grade students failing in one or more of the courses Math, Science, and English during the first weeks of school became the target group. The target group totaled forty students, including two students failing two different subjects.

Parents of the target group were invited to attend an orientation meeting designed to explain the purpose and procedures of the Teacher-Parent Communication Program (Appendix M). Twenty-four parents attended the orientation meeting.

Week Three

The first of four mini-workshops was held for the tenth grade Math, Science, and English teachers. Also in attendance for the mini-workshops was the High School Principal, Assistant Principal, and one Guidance Counselor.

Past attempts of teacher-parent communication and results were reviewed. The new Teacher-Parent

Communication Program was introduced and explained in detail.

The list of Teacher-Parent Communication and Conference Procedures (Appendix N) was distributed to the teachers, reviewed in detail, and discussed. The list of Parent-Teacher Communication and Conference Procedures (Appendix J) mailed to the parents of tenth grade students was also distributed, reviewed, and discussed. Using the Tips for Teachers as a reference, emphasis for the first mini-workshop focused on making a positive, and constructive communication.

The Teacher-Parent Contact Log (Appendix O ) was distributed and reviewed systematically with explicit instructions for use in the new program.

Weeks Four and Five

At the beginning of week four, Teacher-Parent Contact Logs with an alphabetical listing of the target group was distributed to the tenth grade Math, Science, and English teachers. During week four of the implementation, teachers attempted to make contact with the parents of the potentially failing students by phone and/or through a teacher-parent conference. The

Teacher-Parent Contact Log was completed by the teachers under the appropriate categories demonstrating whether or not communication was attempted and accomplished. At the end of week four, Teacher-Parent Contact Logs were collected. Information from the Teacher-Parent Contact Logs was tabulated and recorded.

Also, at the beginning of week four, the Network Instructional Center (NIC) Program was initiated for the target group. The NIC Program was structured so students of the target group would work on individualized computer software programs emphasizing critical thinking skills and problem solving approaches in the subjects Math, Science, and English. The program disks included areas such as organizing data, constructing logical arguments, critical analysis, and basic drill programs. The target group participated in the NIC Program once each week for each failing subject. Participation took place during normal class time. Supervision of the students was conducted by the Media Specialist. Students of the target group failing Math participated during Math period on Monday. Students of the target group failing Science participated during

Science period on Wednesday, and students of the target group failing English participated during English period on Friday. The NIC Program schedule was continued throughout the thirteen week implementation.

Week Six

The second mini-workshop was held for the tenth grade Math, Science, and English teachers. Results of the first Teacher-Parent Contact Logs were shared with the teachers and concerns addressed.

The Teacher-Parent Communication and Conference Procedures were reviewed with feedback from the teachers on experiences in using the Tips for Teachers. Using the Tips for Teachers as a reference, emphasis for the second mini-workshop focused on working together with the parents to develop a teacher-parent plan which would assist the student in achieving higher academic achievement.

Discussion also included assignment completion of the potentially failing students of the target group. The Teacher Assignment Completion Chart (Appendix I) was distributed to the teachers and discussed in detail.

The Academic Improvement Log (Appendix H) was distributed. The purpose of log was reviewed and instructions for completion were discussed.

The teachers were given a second Teacher-Parent Contact Log to be used to contact parents of the potentially failing students.

The NIC Program schedule was continued during week six.

Weeks Seven and Eight

The Teacher-Parent Contact Logs, the Teacher Assignment Completion Charts, and the Academic Improvement Logs were collected at the end of week seven. Information collected from the charts and logs was tabulated and recorded.

The NIC Program schedule was continued during weeks seven and eight.

Week Nine

The third of four mini-workshops was held for the tenth grade Math, Science, and English teachers. Results of the Teacher Assignment Completion Charts and the Academic Improvement Logs were shared with the teachers and concerns addressed. Teachers were

encouraged to share observations of student performances as a result of parental contacts.

The Tips for Teachers were reviewed and, based on teachers' experiences, the list was amended. Teachers continued to utilize the list during parental contacts. Using the Tips for Teachers as a reference, emphasis for the third mini-workshop focused on teachers keeping open lines of communication with parents. Discussions included keeping parents informed of positive rather than only negative achievements of the students. The teachers were given a third Teacher-Parent Contact Log to be used to contact parents of the potentially failing students.

The NIC Program schedule was continued during week nine.

Week Ten and Eleven

At the end of week ten, the third Teacher-Parent Contact Log was collected. Information from the logs was tabulated and recorded.

The NIC Program schedule was continued during weeks ten and eleven.

Week Twelve

The final Teacher-Parent Contact Log, Teacher Assignment Completion Charts, and Academic Improvement Logs were distributed to the teachers. The teachers made contacts of the parents of potentially failing students for the last time of the Teacher-Parent Communication Program. Teachers continued to utilize the Tips for Teachers when making parental contacts of potentially failing students of the target group. Referring to grade books, teachers completed the Teacher Assignment Completion Charts and the Academic Improvement Logs.

Week twelve was the last week of the NIC Program.

Week Thirteen

The Teacher-Parent Contact Logs, the Teacher Assignment Completion Charts, and the Academic Improvement Logs were collected. Information from the charts and logs was tabulated and recorded. When the information was tabulated and finalized, the fourth and final mini-workshop was held for the tenth grade Math, Science, and English teachers. Results of the second set of logs and charts were shared with the teachers.

The finalized results of the entire thirteen week program were also shared with discussion focusing on the projected outcomes and the actual final outcomes. Concerns, observations, and suggestions by the teachers were also addressed relevant to the teachers' experiences in the program.

## CHAPTER IV

## Results

The thirteen week Teacher-Parent Communication Program was designed to increase academic achievement of potentially failing students by involving the parents in the student's education process before a crisis occurs and failure resulted.

Based on the outcome objectives of the program, the methods the author used to evaluate the objectives included:

A. Four Teacher-Parent Contact Logs used by teachers to log parental contacts of failing students.

B. Two Teacher Assignment Completion Charts completed by the teachers representing the number of assignments assigned and the number of assignments completed by the failing students.

C. Two Academic Improvement Logs completed by the teachers verifying grade improvement by the failing students after

the students' parents were contacted by the teachers.

The first objective was evaluated by collecting the grade reports of the failing students after the first three weeks of implementation and listing student grades. The total target group average was computed. At the end of the thirteen week implementation, grade reports of the target group were collected and listed. The total target group average was computed. It was expected the study would show a full letter grade improvement after comparing the first three weeks average with the final thirteen week average.

The total target group average grade after the first three weeks of the 1990-91 school year was an F or 54.6 percent. At the completion of the thirteen week implementation, the total target group average grade was a D or 68.0 percent (Appendix P). A full letter grade average of the total target group was accomplished after the implementation of the Teacher-Parent Communication Program.

The second objective was evaluated by collecting the Teacher Assignment Completion Charts at the end of

six weeks of implementation and totaling the number of assignments completed by the failing students. The target group average was computed. At the end of the thirteen week implementation, Teacher Assignment Completion Charts were collected and the number of assignments completed by the failing students were totaled. The target group average was computed. A 38 percent increase in assignment completion was expected after comparing the first six week average with the final thirteen week average.

The percentage of assignments completed by the target group after six weeks implementation was 77 percent. The number of assignments completed by the target group after six weeks implementation was at a higher rate than anticipated. At the end of the thirteen week implementation, 83 percent of the assignments were completed resulting in a 6 percent increase (Appendix Q). Teacher parent contact began immediately after the selection of the target group. The communication between teachers and parents helped to improve assignment completions of the target group prior to the completion of six weeks of implementation and

further improved after thirteen weeks of implementation. A 38 percent improvement in assignment completions, as intended in the objective to create an 80 percent assignment completion was not needed, as the Teacher-Parent Communication Program stimulated a 77 percent assignment completion after six weeks and an 83 percent assignment completion after thirteen weeks implementation.

The third objective was evaluated by the author observing the participation of the target group in the NIC computer program designed to improve critical thinking skills in the areas of organizing data, constructing logical arguments, and problem solving.

Beginning the fourth week and continuing through the twelfth week of implementation of the Teacher-Parent Communication Program, the total target group participated in and successfully completed all critical thinking skills in the Network Instructional Center (NIC) Program. The NIC Program consisted of ten learning levels for the subject Math, ten learning levels for English, and ten learning levels for Science to be completed in a sequential order of one through

ten. Students did not progress to the next sequential task until the task was fully mastered. The target group mastered the ten critical thinking skills tasks.

The fourth objective was evaluated by totaling the number of class absences for each failing student after the first three weeks of implementation. The target group average was computed. At the end of the thirteen week implementation, the number of class absences for each student was totaled. The target group average was computed. By comparing the first three week absentee average with thirteen week absentee average, the target group was expected to increase five percent in attendance.

High school attendance records indicated the target group had an average absentee rate of seven percent after the first three weeks of implementation. At the end of the thirteen week implementation of the Teacher-Parent Communication Program, the target group average absentee rate dropped to four percent resulting in a three percent improvement (Appendix R). Although the intended objective was a five percent improvement, the absentee rate for the target group (four percent) falls

within the school policy of nine percent. The low absentee rate for the target group was attributed to teacher-parent contact made immediately following the selection of the target group after the first three weeks of the 1990-91 school year and continuing throughout the thirteen week implementation of the Teacher-Parent Communication Program.

## CHAPTER V

## Recommendations

The results of the Teacher-Parent Communication Program was shared and discussed with the teaching staff during the teachers' administrative grade group meeting. The following results were presented:

1. Students improved grade point averages through improved communication between teachers and parents.
2. Students more often completed class assignments due to channels of better communication between students, teachers, and parents.
3. Critical thinking skills of students were facilitated through participation in a computerized program designed to increase skills in the areas of organizing data, constructing logical arguments, and problem solving.
4. Student attendance rates stayed within the allowed absentee rate according to school

policy as a result of open lines of communication between parents and teachers.

5. Parent participation proved to be an important variable in improving student performance.

The program's recording system and evaluation components were also described. The presentation of the results were met with enthusiasm by the entire teaching staff. After sharing the results, a decision by the faculty was made for continued use of the Teacher-Parent Communication Program.

In addition, successful strategies were published in the school newsletter. Strategies included the use of four mini-workshops for teachers to help improve teacher-parent communication. Strategies included parent meetings. Letters sent to all parents with enclosures directed to guide parents ("Tips for Parents") in methods to help improve parent-teacher communications was an additional strategy. Teacher-parent communication involving conferences and telephone conversations were also important strategies presented in the newsletter.

Building administrators were also provided a summary of the results. If requested, the author would conduct workshops to explain the strategy procedures of the Teacher-Parent Communication Program. The workshops would focus on the successful strategies of Tips for Teachers and Parents, Academic Improvement Logs, and the Assignment Completion Charts.

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# APPENDIX A

## HEART Tally Sheet Results

## of Ninth Grade Students

## HEART TALLY SHEET RESULTS

## OF NINTH GRADE STUDENTS

The following information represents the results tabulated on the HEART TALLY SHEETS filled out by the ninth grade teachers.

The total number of ninth grade students, the number of students who failed one or more subjects, the number of parent contacts made by the ninth grade teachers prior to the students receiving the failing grades, and the percentage of contacts are illustrated for the first thirteen weeks during the 1989-90 school year.

* TOTAL NUMBER OF NINTH GRADE STUDENTS . . . . . 389
* TOTAL NUMBER OF NINTH GRADE STUDENTS WHO FAILED ONE OR MORE SUBJECTS. . . . . 211
* TOTAL NUMBER OF FAILURES BY THE 211 NINTH GRADE STUDENTS . . . . . 572
* TOTAL NUMBER OF PARENTAL CONTACTS MADE BY NINTH GRADE TEACHERS PRIOR TO THE STUDENTS RECEIVING THE FAILING GRADE(S) . . . . . 236
* PERCENTAGE OF PARENTAL CONTACTS MADE BY NINTH GRADE TEACHERS OF STUDENTS RECEIVING THE FAILING GRADE(S) . . . . . 41%
* TOTAL NUMBER OF NINTH GRADE STUDENTS POTENTIALLY FAILING ONE OR MORE OF THE COURSES MATH, SCIENCE, AND ENGLISH AFTER THE FIRST THIRTEEN WEEKS . . . . 146

HEART TALLY SHEET RESULTS
(Continued)

* TOTAL NUMBER OF PARENTAL CONTACTS MADE BY NINTH GRADE MATH, SCIENCE, AND ENGLISH TEACHERS PRIOR TO THE STUDENTS RECEIVING THE FAILING GRADE(S) . . 64

* PERCENTAGE OF PARENTAL CONTACTS MADE BY NINTH GRADE MATH, SCIENCE, AND ENGLISH TEACHERS PRIOR TO THE STUDENTS RECEIVING THE FAILING GRADE(S) . . 44%

# APPENDIX B

## Assignment Completions for Math

ASSIGNMENT COMPLETIONS FOR MATH

| Teacher | Number of Failing Students After 13 Weeks | Number of Assignments In 13 Weeks | Combined Total Number of Assignments Not Completed At End of 13 Weeks By the Failing Students |
|---|---|---|---|
| A | 7 | 45 | 190 |

(Total # of Failing Students x Total Assignments = Combined Total of Assignments To Be Completed By All Failing Students

7 x 45 = 315

190 ÷ 315 = 60.3% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| B | 9 | 38 | 107 |

9 x 38 = 342

107 ÷ 342 = 31.3% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| C | 16 | 14 | 131 |

16 x 14 = 224

131 ÷ 224 = 58.4% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

SUMMARY

| | ASSIGNMENTS | COMPLETIONS |
|---|---|---|
| Teacher A | 315 | 190 |
| Teacher B | 342 | 107 |
| Teacher C | 224 | 131 |
| | 881 | 428 |

428 ÷ 881 = 49%

An average of 49% of all Math assignments were not completed by ninth grade students who who were failing after 13 weeks.

# APPENDIX C

## Assignment Completions for Science

ASSIGNMENT COMPLETIONS FOR SCIENCE

| Teacher | Number of Failing Students After 13 Weeks | Number of Assignments In 13 Weeks | Combined Total Number of Assignments Not Completed At End of 13 Weeks By the Failing Students |
|---|---|---|---|
| A | 29 | 14 | 171 |

(Total # of Failing Students x Total Assignments = Combined Total of Assignments To Be Completed By All Failing Students

29 x 14 = 406

171 ÷ 406 = 42.1% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| B | 30 | 33 | 373 |

30 x 33 = 990

373 ÷ 990 = 38% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| C | 2 | 24 | 31 |

2 x 24 = 48

31 ÷ 48 = 65% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

SUMMARY

| | ASSIGNMENTS | COMPLETIONS |
|---|---|---|
| Teacher A | 406 | 171 |
| Teacher B | 990 | 373 |
| Teacher C | 48 | 31 |
| | 1,444 | 575 |

575 ÷ 1,444 = 40%

An average of 40% of all Science assignments were not completed by ninth grade students who who were failing after 13 weeks.

# APPENDIX D

## Assignment Completions for English

| Teacher | Number of Failing Students After 13 Weeks | Number of Assignments In 13 Weeks | Combined Total Number of Assignments Not Completed At End of 13 Weeks By the Failing Students |
|---|---|---|---|
| A | 10 | 29 | 137 |

(Total # of Failing Students x Total Assignments = Combined Total of Assignments To Be Completed By All Failing Students

10 x 29 = 290

137 ÷ 290 = 47.2% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| B | 5 | 23 | 50 |

5 x 23 = 115

50 ÷ 115 = 43.4% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| C | 28 | 30 | 306 |

28 x 30 = 840

306 ÷ 840 = 36.4% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| D | 10 | 19 | 65 |

10 x 19 = 190

65 ÷ 190 = 34.2% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

| | | | |
|---|---|---|---|
| E | 3 | 21 | 35 |

3 x 21 = 63

35 ÷ 63 = 56% of the Assignments Were Not Completed by the Failing Students After Thirteen Weeks

SUMMARY

| | ASSIGNMENTS | COMPLETIONS |
|---|---|---|
| Teacher A | 290 | 137 |
| Teacher B | 115 | 50 |
| Teacher C | 840 | 306 |
| Teacher D | 190 | 65 |
| Teacher E | 63 | 35 |
| | 1,498 | 593 |

593 ÷ 1,498 = 40%

An average of 40% of all English assignments were not completed by ninth grade students who who were failing after 13 weeks.

---

SUMMARY

| Subject | Combined Total Number of Assignments For the Core Subjects | Combined Total Number of Assignments Not Completed For the Core Subjects |
|---|---|---|
| Math | 881 | 428 |
| Science | 1,444 | 575 |
| English | 1,498 | 593 |
| | 3,823 | 1,596 |

1,596 ÷ 3,823 = 42%

An average of 42% of all English, Math, and Science assignments were not completed by the ninth grade students who were failing after 13 weeks.

# APPENDIX E

## Network Instructional Center (NIC)

## NETWORK INSTRUCTIONAL CENTER

The Network Instructional Center (NIC) was designed to assist students with instructional needs in a planned program or as an optional program. Emphasis in the NIC Program focuses upon computer lab programs involving critical thinking skills and problem solving. These areas consist of organizing data, constructing logical arguments, and critical analysis.

The 1989-90 computer lab records show that of the total 572 failures involving ninth grade students in the nine week quarters of the first semester, only 123 students, or 22%, attended the optional critical thinking skills component offered through the use of the NIC computer lab. The following illustrates the student participation.

| NINTH GRADE COURSES | NUMBER OF STUDENTS PARTICIPATING IN THE NIC COMPUTER LAB |
|---|---|
| Math | 71 or 12% of the total 572 failing |
| Science | 33 or 6% " " " " " |
| English | 19 or 3% " " " " " |

572 Failures
- 123 Participating Students

449 or 78% of the 1989-90 ninth grade students failing the subjects Math, Science, and English did not participate in the NIC Program.

# APPENDIX F

Documentation of Problem Statement -

Sebastian Torres

SF

# South Fork High School

**PRINCIPAL**
Sebastian Torres, Jr.
**ASSISTANT PRINCIPALS**
Clara Fulton
Thelma Herbert
Joan Hunt
**ATHLETIC DIRECTOR**
Joebud Staggs

10205 S.W. Pratt & Whitney Road
Stuart, Florida 34997
Phone (407) 546-5847 / (407) 597-3545

August 7, 1990

To Whom It May Concern:

One of our teachers, Mr. Patrick Sexton, is currently involved in a Masters Program at your institution. As part of this program he is preparing a practicum titled, "Development of a Teacher-Parent Communication Program to Achieve Higher Academic Performance for Failing Students." Along this line, he has asked me to comment on the topic and its relevance to South Fork High School.

My experience in education has taught me that parental involvement is a crucial factor in the overall success of a student at any school. At South Fork High School, specifically, we have found it very difficult to establish a strong network for contacting parents mainly due to our location and the wide range of socio-economic backgrounds which we serve. We are always looking for new methods to aid in the development of stronger, longer lasting ties with our parents.

For that reason, we at South Fork High School, welcome a project of this type with open arms. We are very thankful that Mr. Sexton has selected an area of obvious need in our school. We are also very excited about working with Mr. Sexton on implementing this program this coming school year. Our students are very fortunate to have someone like Mr. Sexton on our staff.

Thank you for your attention.

Sincerely,

Sebastian Torres, Jr.
Principal

/as

# APPENDIX G

Documentation of Problem Statement -

Joanne Hunt

# South Fork High School

**PRINCIPAL**
Sebastian Torres, Jr.
**ASSISTANT PRINCIPALS**
Clara Fulton
Thelma Herbert
Joan Hunt
**ATHLETIC DIRECTOR**
Joebud Staggs

10205 S.W. Pratt & Whitney Road
Stuart, Florida 34997
Phone (407) 546-5847 / (407) 597-3545

August 7, 1990

To Whom It May Concern,

One of the goals of the Teachers As Advisors program that has been implemented at South Fork High School is to increase the communication between the school and parents. Even though we have taken steps to disseminate better information to parents about programs and activities at our school, parental contact for academic achievement continues to be a problem.

Pat Sexton, a teacher at South Fork and a candidate in Nova's masters program, has recognized the need for improving our teacher-parent communication and is addressing the problem through his practicum. In his project - The Development of a Teacher-Parent Communication to Achieve Higher Academic Performance for Failing Students - Mr. Sexton has gathered information about the academic performance of freshman students, the frequency and nature of parental contact. The data collected supports the hypothesis about the correlation between teacher contact/involvement and academic achievement.

The administration is anxious to assist Pat in implementing his plan during this school year. Increasing student's academic achievement is one of the goals of South Fork High School. Mr. Sexton's interest, research and strategies will play an important part in achieving that goal.

Sincerely,

Joan Hunt

Joan Hunt



Equal Opportunity Agency

# APPENDIX H

## Academic Improvement Log

ACADEMIC IMPROVEMENT LOG

| Student | Teacher | Subject | 3 Week Grade | 6 Week Grade | Parent Contact Was Made | | 12 Week Grade | Parent Contact Was Made | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Yes | No | | Yes | No |
| | | | | | | | | | |

# APPENDIX I

## Teacher Assignment Completion Chart

# TEACHER ASSIGNMENT COMPLETION CHART

| FAILING STUDENTS* | ENGLISH | | MATH | | SCIENCE | |
|---|---|---|---|---|---|---|
| | NUMBER OF ASSIGNMENTS | NUMBER COMPLETED | NUMBER OF ASSIGNMENTS | NUMBER COMPLETED | NUMBER OF ASSIGNMENTS | NUMBER COMPLETED |
| | | | | | | |



*THIS FORM IS TO BE COMPLETED ONLY IF THE PARENT(S) OR GUARDIAN(S) WERE CONTACTED REGARDING FAILING GRADE.

# APPENDIX J

## List of Parent-Teacher Communication and Conference Procedures

## LIST OF PARENT-TEACHER COMMUNICATION AND CONFERENCE PROCEDURES

### "Tips for Parents"

The following is a list of parent-teacher communication and conference procedures we have termed "Tips for Parents". We hope these tips will serve as a guide in helping you to establish positive open lines of communication with the teacher of your son or daughter.

The administration and teaching staff at South Fork High School strongly believe that parent involvement is one of many needed connections between school and family which contribute to social and academic success for all students.

The most important action as a parent is to never hesitate to call your son's or daughter's teacher if you have an academic or social concern regarding your child. It is important to understand that as educators, we feel it is very important and very logical to get parents involved with the school before a crisis occurs.

Once a parent-teacher communication has been established (telephone conference or parent conference at the school site), the following will help as a guide in establishing a positive communication.

- Keep the child's welfare central to the conference.
- Convey mutuality of interest.
- Keep an open mind.
- Avoid confrontations.
- Be observant and recognize that the conference is a two-way experience.
- Respect the teacher's input.
- Allow the teacher to share concerns without interruptions, rather than attempting to respond as issues are raised.

- Present questions or prepared agenda.
- Encourage the teacher to present the positive as well as the constructive criticisms about the child.
- Listen carefully to the teacher and take cues from concerns presented.
- Be perceptive to behavior of teacher, noting signs of anxiety, restlessness, and irritation.
- Pause once in a while.
- Document your comments as well as the teacher.
- Summarize key ideas presented by you and the teacher.
- Show and share notes taken.
- Give suggestions for improvement.
- Create a parent-teacher plan to pursue to benefit the child.
- Try to present and respond to concerns before the conference ends.
- Schedule another conference if needed.

# APPENDIX K

## Letter to Parent/Guardian

## Regarding "Tips for Parents"

August 27, 1990

Dear Parent/Guardian,

Research in the past years has clearly demonstrated that the family plays a critical role in its children's success in school. Parental involvement in education is related to short term gains and to long term academic success.

Research has found that when parents are involved in their children's education, both children and parents are likely to benefit. Research indicates that parent participation in their children's schooling frequently:

1.) enhances children's self esteem
2.) improves children's academic achievement
3.) improves parent-child relationships
4.) helps parents develop positive attitudes towards school and a better understanding of the schooling process.

In an attempt to encourage teacher-parent partnerships of involvement, please find an attachment which is a list of parent-teacher communication and conference procedures (Tips for Parents).

Our goal in submitting the "Tips for Parents" to you is simply that we hope these tips will serve as a guide in helping you to establish positive open lines of communication with your son or daughter's teachers.

The teachers of your son/daughter have received a list of teacher-parent communication and conference procedures (Tips for Teachers). These tips will serve as a guide for the teachers in establishing open lines of communication with you as parents.

Hopefully, by working together we can develop a positive relationship to encourage a successful academic and social experience for your son/daughter at South Fork High School.

Sincerely,

Sebastian Torres
Principal

Attachment

# APPENDIX L

## Timetable for

## Teacher-Parent Communication Program

TIMETABLE FOR TEACHER-PARENT COMMUNICATION PROGRAM

Thirteen Week Implementation

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 | Week 13 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Formulate Target Group; Mail "Tips for Parents" with Cover Letter; Organize Mini-Workshops (Set Dates, Times, Locations); Make Copies of Handouts - Teacher Tips, Contact Logs, Teacher Assignment Completion Charts, Academic Improvement Logs | X | X | | | | | | | | | | | |
| Mini-Workshops for Teachers | | | X | | | X | | | X | | | | X |
| Distribute Teacher-Parent Contact Logs | | | X | | | X | | | X | | | X | |
| Collection of Teacher-Parent Contact Logs | | | | X | | | X | | | X | | | X |
| Distribute Teacher Assignment Completion Charts and Academic Improvement Logs | | | | | | X | | | | | | X | |
| Collect Teacher Assignment Completion Charts and Academic Improvement Logs | | | | | | | X | | | | | | X |
| Tabulate and Record Data | | | | X | X | X | X | X | X | X | X | X | X |
| Network Instructional Center (NIC) Program | | | | X | X | X | X | X | X | X | X | X | |

# APPENDIX M

## Letter to Parent/Guardian

## Regarding Orientation Meeting

Dear Parent/Guardian,

During the first thirteen weeks of school, South Fork High School will conduct a Teacher-Parent Communication Study and the effect this communication may have regarding student's academic progress.

A randomly selected group of tenth grade students has been selected to represent the target group for our study. Your child was randomly selected as part of the target group. The subjects the study will focus upon are Math, Science, and English.

At 7:00 p.m. on Monday, September 10, 1990, the administration and teachers of these subjects plan to conduct an orientation for the Teacher-Parent Communication Study. You are invited to attend the orientation which is designed to explain the purpose and procedures of the Study.

If you have any questions, please call the South Fork High School administrative office at (407) 546-5847.

Sincerely,

Sebastian Torres, Jr.
Principal

# APPENDIX N

## List of Teacher-Parent Communication and Conference Procedures

## LIST OF TEACHER-PARENT COMMUNICATION AND CONFERENCE PROCEDURES

### "Tips for Teachers"

The following is a list of teacher-parent communication and conference procedures termed "Tips for Teachers". Hopefully, these tips will serve as a guide in helping you to establish positive open lines of communication with parents.

Research clearly shows that parent involvement is one of many needed connections between school and family which contribute to social and academic success for all students.

A very important action as a teacher is to never hesitate to call the parent(s) or guardian(s) when you have a social or academic concern regarding a student. It is important to understand that it is simply logical to get parents involved with the school before a crisis occurs.

Once a teacher-parent communication has been established (telephone conference or teacher-parent conference at the school site) the following will help as a guide in establishing a positive communication.

- Begin the conference with a friendly comment.
- Explain the purpose of the conference.
- Give the time limitations.
- Inform parent(s) or guardian(s) that you are taking notes.
- Suggest that the parent(s) or guardian(s) do the same.
- Request questions or prepared agenda.
- Keep an open-mind.
- Avoid confrontations.
- Conduct the conference in a straight forward and honest manner.

- Keep the student's welfare central to the conference.
- Convey mutuality of interest.
- Encourage the parent(s) or guardian(s) to present the positive as well as the constructive criticism.
- Be observant and recognize that the conference is a two-way experience.
- Request parent's or guardian's input.
- Allow parent(s) or guardian(s) to share concerns without interruptions, rather than attempting to respond as issues are raised.
- Listen carefully to parent(s) and guardian(s) and take cues from concerns presented.
- Be perceptive to behavior of parents, noting signs of anxiety, restlessness, and irritation.
- Pause once in a while.
- Document your comments as well as the parent(s) or guardian(s).
- Summarize key ideas presented by the parent(s) or guardian(s) and yourself.
- Show or share notes taken.
- Give suggestions for improvement.
- Create a teacher-parent plan to pursue which will benefit the student.
- Schedule another conference if needed.
- End the conference on time.

# APPENDIX O

## TEACHER-PARENT CONTACT LOG

DATE:

TEACHER-PARENT CONTACT LOG

Please use a check mark to indicate the appropriate section regarding Teacher-Parent Communication. This form will be collected in one week.

| TARGET GROUP | A PARENT-TEACHER CONFERENCE WAS CONDUCTED | PARENT CONTACTED TEACHER BY TELEPHONE | TEACHER CONTACTED PARENT BY TELEPHONE | NO CONTACT WAS MADE |
|---|---|---|---|---|

# APPENDIX P

## TARGET GROUP AVERAGE GRADES

## TARGET GROUP AVERAGE GRADES

| Science | 3 Week Grade | 13 Week Grade |
|---|---|---|
| **Teacher A:** | | |
| Student #1 | 62 F | 70 D |
| 2 | 63 F | 90 B |
| 3 | 58 F | 75 C |
| 4 | 61 F | 75 C |
| 5** | 63 F | 71 D |
| 6 | 62 F | 79 C |
| 7 | 58 F | 79 C |
| **Teacher B:** | | |
| Student #8* | 24 F | 27 F |
| 9 | 63 F | 77 C |
| 10 | 59 F | 76 C |
| 11 | 62 F | 97 A |
| 12 | 58 F | 66 D |
| **Teacher C:** | | |
| Student #13 | 61 F | 75 C |
| 14 | 59 F | 89 B |
| 15 | 60 F | 80 C |
| 16 | 48 F | 56 F |
| 17 | 23 F | 23 F |
| 18 | 61 F | 76 C |

| English | 3 Week Grade | 13 Week Grade |
|---|---|---|
| **Teacher A:** | | |
| Student #19 | 58 F | 71 D |
| 20 | 43 F | 57 F |
| 21 | 61 F | 67 D |
| 22 | 49 F | 56 F |
| 23 | 40 F | 42 F |
| 24 | 62 F | 81 C |

| | | |
|---|---|---|
| **Teacher B:** | | |
| Student #25 | 50 F | 57 F |
| 26 | 63 F | 85 B |
| **Teacher C:** | | |
| Student #27 | 61 F | 70 D |
| 28 | 23 F | 38 F |
| 29 | 48 F | 56 F |
| 30** | 50 F | 52 F |

| Math | 3 Week Grade | 13 Week Grade |
|---|---|---|
| **Teacher A:** | | |
| Student #31* | 38 F | 43 F |
| 32 | 60 F | 75 C |
| **Teacher B:** | | |
| Student #33 | 61 F | 71 D |
| 34 | 53 F | 68 D |
| 35 | 60 F | 77 C |
| 36 | 63 F | 69 D |
| 37 | 58 F | 72 D |
| **Teacher C:** | | |
| Student #38 | 63 F | 79 C |
| 39 | 48 F | 60 F |
| 40 | 63 F | 78 C |
| 41 | 52 F | 60 F |
| 42 | 61 F | 87 B |
| | 2,293 ÷ 42 = 54.6 = F | 2,852 ÷ 42 = 68.0 = D |

* Student #8 and #31 denotes the same student failing two different subjects at the completion of three weeks of school. Total target group = 40 students.

** Student #5 and #30 denotes the same student failing two different subjects at the completion of three weeks of school. Total target group = 40 students.

# APPENDIX Q

## TARGET GROUP ASSIGNMENT COMPLETIONS

## SIX WEEKS/THIRTEEN WEEKS

TARGET GROUP ASSIGNMENT COMPLETIONS AFTER 6 WEEK IMPLEMENTATION

| Math | Assignments Given | Assignments Not Completed |
|---|---|---|
| Teacher A | 72 | 19 |
| Teacher B | 48 | 26 |
| Teacher C | 72 | 9 |
| | 192 | 54 |

54 ÷ 192 = 28.1% not completed
71.9% completed

| Science | Assignments Given | Assignments Not Completed |
|---|---|---|
| Teacher A | 50 | 11 |
| Teacher B | 147 | 18 |
| Teacher C | 108 | 37 |
| | 305 | 66 |

66 ÷ 305 = 21.6% not completed
78.4% completed

| English | Assignments Given | Assignments Not Completed |
|---|---|---|
| Teacher A | 152 | 30 |
| Teacher B | 42 | 3 |
| Teacher C | 48 | 18 |
| | 242 | 51 |

51 ÷ 242 = 21.0% not completed
79.0% completed

| Summary | Assignments Given | Assignments Not Completed |
|---|---|---|
| Math | 192 | 54 |
| Science | 305 | 66 |
| English | 242 | 51 |
| | 739 | 171 |

171 ÷ 739 = 23.1% not completed
76.9% completed

TARGET GROUP ASSIGNMENT COMPLETIONS AFTER 13 WEEK IMPLEMENTATION

| Math | Assignments Given | Assignments Not Completed |
|---|---|---|
| Teacher A | 105 | 19 |
| Teacher B | 78 | 25 |
| Teacher C | 210 | 39 |
| | 393 | 83 |

83 ÷ 393 = 21.1% not completed
78.9% completed

| Science | Assignments Given | Assignments Not Completed |
|---|---|---|
| Teacher A | 287 | 19 |
| Teacher B | 216 | 70 |
| Teacher C | 80 | 11 |
| | 583 | 100 |

100 ÷ 583 = 17.1% not completed
83.0% completed

| English | Assignments Given | Assignments Not Completed |
|---|---|---|
| Teacher A | 246 | 41 |
| Teacher B | 66 | 5 |
| Teacher C | 224 | 31 |
| | 536 | 77 |

77 ÷ 536 = 14.3% not completed
85.7% completed

| Total | Assignments Given | Assignments Not Completed |
|---|---|---|
| Math | 393 | 83 |
| Science | 583 | 100 |
| English | 536 | 77 |
| | 1,512 | 260 |

260 ÷ 1,512 = 17.1% not completed
83.0% completed

# APPENDIX R

## TARGET GROUP DAYS ABSENT

## TARGET GROUP DAYS ABSENT

| | Days Absent 3 Weeks | Days Absent 13 Weeks |
|---|---|---|
| **Math** | | |
| Student #1* | 0 | 2 |
| 2 | 2 | 3 |
| 3 | 1 | 3 |
| 4 | 0 | 4 |
| 5 | 0 | 0 |
| 6 | 0 | 4 |
| 7 | 2 | 4 |
| 8 | 0 | 3 |
| 9 | 1 | 1 |
| 10 | 3 | 5 |
| 11 | 2 | 2 |
| 12 | 0 | 1 |
| **Science** | | |
| Student #13 | 0 | 0 |
| 14 | 0 | 0 |
| 15 | 0 | 0 |
| 16 | 1 | 2 |
| 17** | 3 | 4 |
| 18 | 1 | 1 |
| 19 | 1 | 4 |
| 20* | 2 | 3 |
| 21 | 3 | 5 |
| 22 | 5 | 9 |
| 23 | 1 | 4 |
| 24 | 2 | 5 |
| 25 | 2 | 3 |
| 26 | 4 | 4 |
| 27 | 0 | 3 |
| 28 | 0 | 2 |
| 29 | 3 | 8 |
| 30 | 0 | 3 |
| **English** | | |
| Student #31 | 0 | 0 |
| 32 | 0 | 3 |
| 33 | 0 | 1 |
| 34 | 0 | 0 |
| 35 | 3 | 6 |
| 36 | 0 | 3 |
| 37 | 0 | 4 |
| 38 | 0 | 0 |
| 39 | 0 | 0 |
| 40 | 0 | 7 |
| 41 | 0 | 1 |
| 42** | 3 | 5 |
| Totals: | 45 | 122 |

Summary after 3 weeks:

42 x 15 days (3 wks.) = 630 possible attendance days. 45 days absent ÷ 630 possible attendance days = 7% absentee rate of total target group.

Summary after 13 weeks:

42 x 65 days (13 wks.) = 2,730 possible attendance days. 122 days absent ÷ 2,730 possible attendance days = 4% absentee rate of total target group.

*Student #1 and #20 denotes the same student failing two different subjects at the completion of three weeks of school. Total target group = 40 students.

**Student #17 and #42 denotes the same student failing two different subjects at the completion of three weeks of school. Total target group = 40 students.